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ABSTRACT

The 1982-83 Team Building/Building Teams Project, developed by the Washington State Sex Equity in Education Program staff, is described in this report. The focus of the project is described as district team-building with building level implementation of the district's identified needs in attaining sex equity in education. Project summaries are given for school districts which had demonstrated administrative and policy commitments to sex equity in education and were selected to participate in the project. This report also includes a timetable of the project, related correspondence to the participating districts, program agendas for three state-level meetings, and evaluations of the meetings. An equity plan, a follow-up plan, and a project report from three of the districts are included in this document. (JW)

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State of Washington
Superintendent of Public Instruction

DR. FRANK B. BROUILLET
Superintendent

Washington State Sex Equity in Education
Technical Assistance Program

TEAM BUILDING/BUILDING TEAMS
PROJECT

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OVERVIEW

Washington State's Sex Equity in Education Program provides technical assistance to 1,700 public schools in 299 operating school districts. There are 40,679 certificated staff and 750,447 students in the public school system. 55% of the total certificated staff are women; 48% of the student enrollment is female.

The state education agency's program plan for sex equity in the schools includes regulatory, programmatic and administrative responsibilities. Washington State's 1975 anti-sex discrimination legislation, Chapter 28A.85 RCW, requires the Office of the Superintendent of Public Instruction to monitor the compliance by local school districts with this chapter. A minimum of 20 on-site reviews of local school district compliance is conducted each year. All 299 districts have turned in compliance forms to the state education agency as of January, 1983.

Educational equity for all students must go beyond paper compliance and good faith efforts. Classroom teachers and students need to be actively practicing both the spirit of the law to not only prohibit "discrimination on the basis of sex for any student in grades K-12 of the Washington public schools," but also to encourage each individual to develop interests, abilities and talents without restrictions based upon sex stereotyping.

The 1982-83 Team Building/Building Team Project was one of the activities developed by the sex equity staff to influence institutional change. Ten school districts that had demonstrated administrative and policy commitments to sex equity in education were selected to participate in this Project. These school districts were: Battleground, Bellevue, Everett, Highline, Kelso, Moses Lake, Prosser, Puyallup, Tacoma, and Walla Walla.

This report includes a description of each of the building sites, team members, building goals, activities and outcomes. An Appendix of related correspondence is also included along with team evaluations and one district's 1983-84 follow-up plans.

This institutional change model will be continued with ten new district building teams in 1983-84.

RATIONALE

According to the Kettering Foundation research on excellence in schools, "the nature of change is such that significant change and improvement must occur at the building rather than at the district level." The classroom is the daily environment where student's interests, abilities and talents are illuminated. Classroom interactions need to be based upon the unique needs and skills of the individual.

This team building/building team project for sex equity in education was designed to develop goals, activities and outcomes within the individual classroom and school building. The teams consisted of a minimum of one classroom teacher, one building administrator and one central office administrator. Most of the teams also included one counselor and one parent. The districts provided both professional and fiscal support to this project. Team members were provided awareness, programmatic and strategic change technical assistance toward actualizing sex equity within their school buildings.

SITES



Battle Ground

Merle Locke, Superintendent
Bellevue

Dennis R. Carmichael,
Superintendent
Everett

Rudy Johnson, Superintendent
Highline

Kent D. Matheson, Superintendent

Kelso
Byron E. Leeper, Superintendent

Moses Lake

Dale H. Hempel, Superintendent

Prosser

Lloyd Waite, Superintendent

Puyallup

Sam Peach, Superintendent

Tacoma

Del S. Cross, Superintendent

Walla Walla

Dennis Ray,
Superintendent

**BUILDING MODEL EQUITY PLAN
1982-83**

Activity	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N E	J U L Y	A U G	DATE COMPLETE
<u>Step 1.</u> Brainstorm/Outline Institutional Model Plan	X												
<u>Step 2.</u> Draft To Section Members & Equity Specialist	X												
<u>Step 3.</u> Finalize Plan with Section Staff .Design Proposal .Letter		X											
<u>Step 4.</u> Select 16 School Districts-Letter to Superintendents		X											
<u>Step 5.</u> Finalize District Teams (3-5 per team)			X										
<u>Step 6.</u> Design Meeting I for 10 Selected District Teams .Letter to Teams .Tentative Agenda			X										
<u>Step 7.</u> Meeting I .Overview of Project .Change Models .Needs Assessment .Initial District Plans				X									
<u>Step 8.</u> Design Meeting II .Team Needs .Individual District Meetings .Draft District Plan				X	X								
<u>Step 9.</u> Meeting II .District Plans .Specific Resources							X						
<u>Step 10.</u> .Individual District Meetings .Finalize District Plan			X		X		X		X			X	

SUMMARY

TEAM BUILDING/BUILDING TEAMS
PROJECT PLANS

1982-83

BATTLE GROUND SCHOOL DISTRICT: Laurin Intermediate (470 Students)
13601 N.E. 97th Avenue
Vancouver, Washington 98662

Team Members: Gary Gerhard, Personnel Director
Dale Foley, Principal
Debbie Somers, P.E. Teacher
Mary Nellor, Social Studies Teacher

Impact Areas: . Faculty members . Physical education

Objectives:

1. To develop and facilitate lessons for individual and building level awareness of laws relating to sex discrimination in education.
2. To design and implement an ongoing coeducational physical education program at the intermediate school.

Outcomes:

1. Co-educational physical education units at intermediate and elementary buildings.
2. Lessons for faculty awareness of legal issues.

BELLEVUE SCHOOL DISTRICT: Spiritridge Elementary (328 Students)
16401 S.E. 24th
Bellevue, Washington 98008

Newport Senior High (1,203)
4333 - 128th S.E.
Bellevue, Washington 98006

Team Members: Valerie Carlson, AA Title IX Officer
Louise Lowry, Newport Assistant Principal,
Bruno Pierini, Social Studies Teacher
Janet Sutherland, English Teacher
Eileen Little, Elementary Teacher
Jeanne Lundgren, Spiritridge Principal
Shizue Yahata, Elementary Teacher
Toni Francisco, Elementary Teacher

Impact Areas: . Staff development
 . Materials selection/review
 . Multi-ethnic education
 . Careers
 . Child abuse

Objectives:

1. To put in place a comprehensive program that addresses staff and student awareness and sensitivity, materials selection and review, and registration in selected courses. (High School)
2. To target key areas of career, child abuse and multi-ethnic issues by using "Red, Yellow, Blue" curriculum, Touching Curriculum, Rainbow Curriculum, and other multiethnic resources. (Elementary)

Outcomes:

1. Lessons for faculty awareness in both sex equity and race equity.
2. Completed specific building affirmative action/educational equity building objectives regarding multi-cultural inservice for all staff.
3. Ongoing compilation of district's equity resource materials for use within and outside of district.

EVERETT SCHOOL DISTRICT: *Jefferson Elementary (474 Students)*
 2500 Cadet Way
 Everett, Washington 98204

Team Members: Jo Love Beach, Personnel Director
 Lynnette Liffbrig, Principal
 Brian Webber, Elementary Teacher

Impact Areas: . Staff Awareness
 . Discipline in the Classroom

Goal: To create an awareness of sexual equities/ inequities in the classroom by curriculum materials, discipline procedures and classroom management.

Outcomes:

1. Discipline survey of entire building classroom interactions regarding disciplinary procedures.
2. Staff survey of sex equity in education needs.

HIGHLINE SCHOOL DISTRICT: *Highline Senior High (1,500 Students)*
225 S. 152nd St.
Seattle, Washington 98148

Team Members: Dr. June Lombard-Cotton, AA Equity Assistant Director
Dr. Perry Fisher, Principal
Nancy Jensen
Mary Wining
Helen Koenig

Impact Areas: . Staff Awareness
. Instructional Materials

Objectives:

1. To help staff become more aware of equity education - its meaning, implications and issues.
2. To identify staff balance, class balance, publications, activities and instructional materials relationships to equity education.

Outcomes:

1. District staff profile of female and male employees.
2. Lesson for staff awareness in educational equity.
3. Team listing of potential areas of concern.

KELSO SCHOOL DISTRICT: *Coveeman Junior High (547 Students)*
2000 Allen Street
Kelso, Washington 98626

Huntington Junior High (547 Students)
500 Redpath
Kelso, Washington 98626

Team Members: Darcy Lees, High School Counselor
Michael Trinnear, Catlin Elementary
Jay DeVries, Huntington Principal
Ted Tiegs, Coveeman Principal
Kathleen Williamson, Huntington Counselor
Joan Gallagher, Coveeman Teacher
Doug Waite, Teacher

Impact Areas: . Careers/Curriculum . Staff Awareness

Objectives:

1. To create an awareness of equality issues among the staff on an ongoing basis.
2. To create a specific unit within the curriculum to increase awareness in sex and racial equality.

Outcomes:

1. Detailed building level staff assessment.
2. Organized team that meets regularly throughout 1982-83 school year.
3. Creation of a specific unit of study in education equity for all 8th graders to begin in Fall 1983. (Copy included in report)

MOSES LAKE SCHOOL DISTRICT: Chief Moses Junior High (840 Students)
1517 S. Pioneer Way
Moses Lake, Washington 98837

Team Members: George Rapozo, Administrative Assistant to Superintendent
Doug Snyder, Vice-Principal
Tami Myhre, Physical Education Teacher
Lisa Hanson, Special Education Teacher

Impact Areas: . Faculty Awareness
. Student Awareness
. Legal Issues

Objectives:

1. To plan and conduct faculty awareness in service regarding sex equity issues.
2. To poll staff and students in the legal and educational implications of equity in education.

Outcomes:

1. Faculty inservice awareness session completed in building.
2. Administrative inservice awareness sessions completed in district.
3. Media and sexism lesson completed.

PROSSER SCHOOL DISTRICT: Prosser High (590 Students)
1203 Prosser Avenue
Prosser, Washington 99350

Team Members: Jim Rigney, Counselor
Sherry Ortman, Vice-Principal
Valorie Putt, Home Economics Teacher
Dr. Loyd Waite, Superintendent

Impact Areas: . Staff Development
. Local District Internal Monitoring
. Course Review

Objectives:

1. To develop a building assessment for internally monitoring all aspects of Title IX Chapter 28A.83 RCW.
2. To develop and conduct specific inservice for staff members in awareness, legal issues, media and sexism, and mathematics equity.

Outcomes:

1. Team to staff one-to-one meeting regarding sex equity in education building and program needs.
2. District assessment procedures for internal monitoring of Title IX Chapter 28A.85 RCW.
3. Regular team meetings with specific agenda plans.

PUYALLUP SCHOOL DISTRICT: Firgrove Elementary (595 Students)
13918 S. Meridian
Puyallup, Washington 98373

Team Members: Louise Moffitt, Title IX, Counseling Coordinator
Nancy Wheeler, Principal
Marge Salmon, Third Grade Teacher
Don Senger, Counselor
Joanne Anderson, Parent

Impact Areas: . Staff Awareness
. Mathematics Equity
. Curriculum Review

Objectives:

1. To increase staff's level of awareness regarding equity and how it affects all aspects of their environment.
2. To project this increased awareness directly into observable objectives of specific curriculum areas.

Outcomes:

1. Equity team list of resource materials and neighboring model plans.
2. Video development and presentation of mathematics equity at the elementary building level.
3. Lessons for faculty awareness in sex equity.

TACOMA SCHOOL DISTRICT: Larchmont Elementary (300 Students)
8601 E. "B" Street
Tacoma, Washington 98445

Team Members: Rindetta Stewart, Assistant Superintendent
Karin Goodro, Teacher
Al Svinth, Principal
Gary Hiam, Teacher

Impact Areas: . Teacher/Student Interactions
. Student/Student Interactions

Objective:

1. To increase awareness of sex bias in teacher/student, student/student interaction and combat problems so each student can reach own potential.

Outcomes:

1. Student survey completed.
2. Staff survey completed.
3. Lessons and resources gathered for classroom lessons.

WALLA WALLA SCHOOL DISTRICT: Pioneer Junior High (500 Students)
450 Bridge
Walla Walla, Washington 99362

Team Members: Daisy Arredondo, Administrative Assistant for Curriculum
Dusty Polzin, Assistant Principal, Pineer J.H.
Debbie Bell, Teacher
Cheryl Cockerline, Teacher
Rick Voth, Teacher

Objective:

To develop a program, attitude and information base with teachers which would promote student positive self-image and thus reduce interpersonal violence.

Outcome:

1. Gathered related resources.
2. Identified building problems.

I027G8.00



Superintendent of Public Instruction

DR. FRANK B. BROUILLET • 7510 ARMSTRONG ST. S.W. FG 11, TUMWATER, WA 98504



October 1, 1982

Dear

The state sex equity in education program would like your district to participate in one of our projects this year. This project will involve ten districts in the state that have demonstrated the ability to go beyond the baseline paper compliance of the federal and state anti-sex discrimination legislations: Title IX of the 1972 Education Act and Chapter 28A.85 RCW, 1976 state legislation.

Many educators have already taken the initial steps toward attaining sex equity in education. The awareness level in our state that boys and girls have equal opportunities to reach their potential, both for individual fulfillment and for full utilization of our state's human resources, is steadily increasing. Your district has already taken positive and exciting steps beyond the initial awareness level.

This particular project focuses on district team-building with building level implementation of your own district's identified needs in attaining sex equity in education. We hope you will consider working with us and nine other districts in this project.

Please review the attached proposal and call me at 753-2560 (Scan 234-2560) if you have any questions.

Thank you very much for your time and consideration.

Regards,

Gene Canque Liddell

Gene Canque Liddell
Program Supervisor
Office for Multiculture Equity Education

GC:dko

Enclosure

SEX EQUITY IN EDUCATION PROJECT

Team-Building Proposal
1982-83

OVERVIEW

According to the Kettering Foundation research, "the nature of change is such that significant change and improvement must occur at the building rather than at the district level". Washington State's teachers and administrators have already taken the initial steps toward attaining sex equity in education. They all care about what happens to their students. Policies and procedures have been developed to assure education for all students. 93% of the school districts have filed their Chapter 28A.85 RCW Assurances Form with the State Office of Public Instruction. This constitutes the baseline paper compliance with our State's anti-sex discrimination legislation passed in 1976.

This paper compliance does not provide any qualitative information regarding students in the classroom. Schools are one of our institutions that contribute to the socialization of children. Institutional practices, both overt and covert, may limit the full utilization of a child's human potential. This project will provide a district with the opportunity to not only share existing practices that involve the goals of sex equity, but to also develop a specific building level plan toward attaining sex equity in education.

PARTICIPANTS

Each district team will consist of 3-5 district staff members: Minimum must include one central office administrator, one building administrator, one classroom teacher. The team may include one counselor or one community person. The project will reimburse each staff member for per diem and actual travel expenses to three state meetings. These meetings will include the ten selected school district teams. The primary objective of the meetings will be team-building toward the development of a building sex equity in education action plan.

BUILDING PLAN

It is essential that the building administrator and classroom teacher come from the same building. It can be any level-elementary, middle school/junior high or high school. This project will provide a review of the literature research and resources in sex equity. This will be a part of the state meetings. The individual building teams will then identify their own local needs specific to the particular building. A building action plan would be completed by the team on or before March 31, 1983.

PROCEDURE

Fifteen school districts will receive invitations to join this project. The Superintendent will review this proposal and discuss the possibilities for inclusion with appropriate district staff. Your district contact person with this office has been _____.

We would appreciate your response to this invitation no later than October 15, 1982. We hope to have the first team-building meeting with all ten districts in November.

Please check the appropriate box:

() _____ School District agrees to participate in the Team-Building Project.

() _____ School District chooses not to participate in this project.

Superintendent

Date

Please return to:

Gene Canque Liddell
Program Supervisor
Office for Multiculture Equity Education
7510 Armstrong St. SW, FG-11
Tumwater, WA 98504



Superintendent of Public Instruction

DR. FRANK B. BROUILLET 7510 ARMSTRONG STREET S.W., F.G-11, TUMWATER, WA 98504



October 27, 1982

Mr. Dennis A. Ray, Supt.
Walla Walla School District
364 S. Park
Walla Walla, WA 99362

Dear Mr. Ray:

Thank you very much for responding positively to the Sex Equity in Education Team Building Project. We are eager to meet you and your team members.

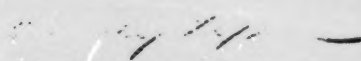
The first meeting of the ten school district teams is scheduled for December 2 and 3, 1982 at the SeaTac Hyatt Hotel. We plan to begin at 1:30 p.m. on Thursday and conclude at 4:00 p.m. on Friday, December 3rd.

We need a list of your district team members. Please remember that each district team can consist of 3-5 persons; minimum must include one central office administrator, one building administrator and one classroom teacher. Information and materials regarding our first meeting will be sent directly to team members after we receive their names and addresses from you.

We are looking forward to a most productive experience with you. Please call me at 753-2560 if you have any questions.

Thank you for your time and support.

Sincerely,


Dr. Eddy Tyree
Equity Specialist
Office for Multicultural/
Equity Education


Gene Canque Liddell
Program Supervisor
Office for Multicultural/
Equity Education

P221L2.00

cc: Ms. Carole Richmond

DISTRICT TEAM BUILDING PROJECT

Sex Equity In Education

December 2-3, 1982

Thursday, December 2

1:30 PM WELCOME/OVERVIEW OF PROJECT
INTRODUCTIONS
2:30 PM DISTRICT PROFILES
3:30 PM DECISION-MAKING PROCESS: AN ACTIVITY
-BREAK-
4:15 PM GROUP REPORTS
4:45 - 6:00 PM -DINNER-
6:15 - 8:15 PM INDIVIDUAL PROFILES
RESOURCE MATERIALS

Friday, December 3

8:30 - 9:30 AM "SEX EQUITY IN EDUCATION: INDIVIDUAL AND INSTITUTIONAL
CHANGE": PRESENTED BY DR. AUDRA ADELBERGER
9:30 - 11:45 PM PANEL DISCUSSION: ISSUES IN SEX EQUITY IN EDUCATION
AUDRA ADELBERGER, FACILITATOR
VALERIE CARLSON, LEGAL ISSUES
RINDETTA STEWART, EDUCATIONAL LEADERSHIP ISSUES
CAROLYN BYERLY, PSYCHOLOGICAL ISSUES
VIVIAN LUNA, ECONOMIC ISSUES
NOON - 1:15 PM -LUNCHEON-
SPEAKER: DR. SHIRLEY McCUNE, EDUCATION COMMISSION OF
THE STATES
"EXCELLENCE IN EDUCATION: IMPLICATIONS FOR EDUCATIONAL
EQUITY"
1:30 - 3:30 PM DISTRICT TEAMS PLANNING TIME

GENERAL DISCUSSION

What are the building site needs?
What objectives will be accomplished?
How will the program be designed?
What kinds of information are needed
to know what has been accomplished?

SPECIFIC OUTCOMES

What is the team's planning and implementation process?
What is one building goal you would like to work toward?

BUILDING TEAM PROJECT

Meeting II

February 24-25, 1983

- 1:30 WELCOME
- Agenda
- Announcements
- 2:00 DISTRICT TEAM REPORTS
- Overview of Team Plans/Results of Building Needs Assessment
- | | |
|--------------|----------|
| Battleground | Bellevue |
| Kelso | Highline |
| Moses Lake | Everett |
| Prosser | Tacoma |
| Walla Walla | Puyallup |
- 3:00 - BREAK -
- 3:15 - 4:45 MINI SESSIONS
- . Instructional Materials Analysis: Dr. Joan Newman
 - . Media and sexism: Gene Canque Liddell
 - . Mathematics Equity: Dr. Eddy Tyree
- 4:45 - 5:00 Team Teaching: A Multi-Cultural Activity
- 5:00 - 5:15 LARGE GROUP: Questions/Answers/Sharing
- 5:15 - 6:30 Dinner Break
- 6:30 - 8:00 "Title IV Civil Rights Act and Institutional Change"
- Ardine Martinelli, Principal

Friday, February 25, 1983

8:30 a.m. Regroup/Review

9:00 - 11:00 "Strategic Planning and Evaluation": Dr. Gordon Ensign

11:00 - 12:00 TEAM MEETINGS

NOON NO HOST LUNCHEON

1:00 CHAPTER II OVERVIEW: Edker Matthews

1:30 RESOURCE MATERIALS FOR SEX EQUITY IN EDUCATION

- BORN FREE
- BIAS
- EQUALS
- PARMA
- PROJECT AWARENESS
- WEEA

3:00 Meeting III PLANS

 Tentative Date: April 21 and 22

I02788.00

SEX EQUITY IN EDUCATION TEAM BUILDING PROJECT

April 14, 15, 1983

Thursday

10:00 AM WELCOME/AGENDA/QUESTIONS AND ANSWERS

10:30 - 11:45 AM "THE ROOTS OF SEXISM AND RACISM"

RESOURCES

11:45 - 1:00 PM - LUNCH BREAK/TEAM PLANNING -

1:00 - 4:00 PM BLOCK 1: LESSONS

4:00 - 5:00 PM GROUP DISCUSSION

5:00 - 6:00 PM - DINNER -

6:00 - 8:00 PM BLOCK 2: LESSONS

8:00 PM - SOCIAL HOUR -

Friday

8:30 - 10:00 AM BLOCK 3: LESSONS

- BREAK -

10:00 - 12:00 PM "CLASSROOM INTERACTIONS"

12:00 - 1:30 PM - LUNCHEON (together) -

1:30 - 2:30 PM 1983 - 84 PLANS

District: _____

Team Members: _____

Contact Person: _____

Summary

Sex Equity in Education Team Building

Building Level: Elementary Jr. High/Middle Sr. High
(circle one)

Number of staff in building: _____

Number of students: _____

GOAL: (What do you hope to accomplish at the building?)

PROCESS: (Describe/list steps that Team has accomplished in planning and meeting together to work toward goal.)

Time-Line: (What deadlines have you set?)

Action

Person Responsible

Date Accomplished

Needs: (What do the team members need to reach their goals?)

P221L8.00

(45) Total #
Responses

DISTRICT TEAM BUILDING PROJECT

SEX EQUITY IN EDUCATION

Please circle one appropriate response to each of the following:

Job responsibility: Teacher (15) Counselor (6) Administrator (14) Parent (3)
Age: 22-29 (3) 30-39 (16) 40-49 (18) 50-59 (4) 60-69 (N)
Years as educator: 1-5 (1) 6-10 (N) 11-15 (9) 15-20 (5) 20+ (N)
Hometown: In-state (27) Out-of-state (18)

Favorite leisure time activity: sewing, golf, relaxing, tennis, listening to music, writing, editing, painting, fishing, carpentry, basketball, volleyball, camping, family activities, sports, hiking, swimming, running entertaining, skiing, family, cooking (I actually do it!) boating, exercising, sail raising, show-breed Purebred Newfoundland, aerobic dance, photography, gardening.

1. I have had training, course work, or experience where I have learned about sex equity in education

none at all 1 2 (2.8) 3 mean 4 5 quite a lot

2. I feel that sex-role stereotyping limits career options for both men and women.

not at all 1 2 3 4 (4.3) 5 extremely

3. I am skilled in group process activities.

not at all 1 2 3 (3.4) 4 5 extremely

4. I am knowledgeable about legislation regarding sex discrimination in education.

not at all 1 2 (2.4) 3 4 5 extremely

5. I participate in my community activities

slight degree 1 2 3 (3.4) 4 5 quite a lot

6. I am an educational leader.

not at all 1 2 3 (3.4) 4 5 very much

7. I am active in the political process.

somewhat 1 2 (2.6) 3 4 5 extremely

8. I am happy being an educator.

somewhat 1 2 3 4 (4.5) 5 extremely

9. Educational equity fits into my life.

slightly 1 2 3 (3.7) 4 5 very much

10. Given a career (job) choice today, I choose to be a financial planner, private practitioner, psychotherapist, speech communication, social worker, workshop presenter, vet/doctor, teacher, former child therapist.

Sex Equity in Education Team Project
Meeting II
February 24-25, 1983

EVALUATION

The overall value of this session was Mean: 4.3 Mode: 4

1 2 3 4 5
Poor Excellent

The content of this session was Mean: 4.3 Mode: 5

1 2 3 4 5
Unclear Right on target

The process of this session was

Mean: 4 Mode: 4
1 2 3 4 5
Poor Excellent

I learned that We don't have to re-invent the wheel when it comes to
this equity-in-curriculum project. If we just know where to look for
the information.

I would like more information about any materials that would help us
design a careers/study skills unit with emphasis on equity.

Please include the following at the April 14 and 15 meeting: A
social time to get to know those from the other teams. They are good
resource people for the future. We should know them better.

Additional comments: The time spent on force fielding was most beneficial.
I wish we could have had time to completely take at least one of our goals
through the process. The program presented in the evening by Ardine
Martinelli was, also, very beneficial. We could have had her speak for a
longer afternoon session. She had so much to share on what worked and
what didn't work.

I027K7.00

I learned that a great deal needs to be considered in the future of education related to high tech and a practical method of developing projects.

I learned alot about instructional materials analysis from Ardine Martinelli. Her talk really helped me to understand what sex equity is all about. Also, the film Killing Us Softly really made me aware of the media and sexism. Really well done!

I learned that each team had worked out a program with individual needs dealt with.

I learned that Prosser is right on target, some schools are experiencing a tad more difficulty!

I learned that there can be a real methodolgy to the process change. Following that methodology can save a lot of wheel spinning.

I learned that what was expected from previous meeting to be accomplished by this 2nd meeting, what others were doing, assistance in during our direction and plan of attack.

I learned that my background in preparing students for math related fields were poor.

I learned that evaluation of books for sex equity take careful consideration.

I learned that we are doing a good job with our equity tasks, based on what the other groups shared. We were feeling bad about time constraints, but we really are accomplishing a great deal.

I learned that other schools and districts are facing some of the same problems.

I learned that I needed to expand our project.

I would like more information about anything that could help others to become more aware.

I would like more information about pre-post tests for faculties/students.

I would like more information about exactly what to say to teachers who oppose ideas of equity.

I would like more information about the need for support and service jobs in the 21st century.

I would like more information about methods used and plans being implemented by other districts.

I would like more information about ways to involve staff at the building level in promoting equity in education.

I would like more information about how to incorporate sex equity education into existing curricula in various subject areas.

I would like more information about the agenda for Yakima prior to our departure so we know ahead what to take with us.

I would like more information about sex equity regarding discipline - research, other district projects etc.

Please include the following at the April 14 and 15 meeting:

More planning time with team, more opportunities for teams to converse with plans and successful techniques used by other districts, rotating teams to meet and share information with an entire team from another district.

I'd like to hear small segments from all groups rather than just half of the teams.

More chance to be involved with other individuals than your own team.

More time for group work on program development. A social time for group on Saturday evening.

More equity material for curriculum - elementary level.

Suggestions for implementing sex equity at all levels of the district.

Sharing of building projects.

Additional Comments:

Good Job!

Second day presentation going through organization process was especially helpful.

The Thursday evening presentation on what did and did not work in creating sex equity awareness was excellent - very practical. Friday mornings' group work in planning was especially helpful - would like to have had more time for task completion and evaluation of that process.

We feel pressured to come up with a "lesson" to model for this group. We want to put our energy into what we're doing in our district and feel we need to find time now to develop some kind of presentation for April 14-15. We'd sure appreciate an anxiety reducer in the form of a notice from you clearly explaining the format, content, etc. you are hoping the teams will present. It's too nebulous for us at this point. Thank you for your help and communication.

There are some super people that each of us can learn from in many ways.

I really enjoyed the last session and found it to be very worthwhile.

Well organized and informative.

Descriptions of presentations - not just titles would be very helpful.

Thanks for all the additional help!

Sex Equity in Education Team Building Project
EVALUATION FORM

Date April 15, 1983

Building Level

(6) (10) (7)
Elem. JH SH

(6)
Centre
offic.

Sex (circle)

(2) (9)
Female Male

Years of teaching experience:

(3) (6) (6) (8) (6)
1-5 6-10 11-15 16-20 20+

Please circle only one number per question unless otherwise indicated.

1. I have had training, coursework, or experience where I have learned the concepts of sex equity in education.

Mean: 4.2 Mode: 5
none at all 1 2 3 4 5 quite a lot

2. I am knowledgeable about legislation regarding sex discrimination in education.

Mean: 4.3 Mode: 5
not at all 1 2 3 4 5 extremely

3. I feel that sex-role stereotyping limits career options for both men and women.

Mean: 4.8 Mode: 5
not at all 1 2 3 4 5 extremely

4. The workshop sites were appealing, attractive, and well located. I felt comfortable in these surroundings.

Mean: 4.5 Mode: 5
quite poor 1 2 3 4 5 superior

"yakima site
better" - 2
"Seattle better" -

5. The Project was well organized (i.e., agenda, activities, presentations, time, breaks, etc.).

Mean: 4.5 Mode: 5
very poorly 1 2 3 4 5 extremely well organized

6. The goals of this Project were very clear.

Mean: 4 Mode: 5
not clear at all 1 2 3 4 5 extremely clear

7. I accepted the goals of this Project.

Mean: 4 Mode: 5
did not accept 1 2 3 4 5 fully accepted

8. In my opinion, the overall goals of the Project were accomplished, and this workshop met my expectations.

Mean: 4.3 Mode: 5
no goals accomplished 1 2 3 4 5 all goals fully accomplished

9. In general, I felt that the workshop climate was open and trusting, and that information flowed freely among the participants.

Mean: 4.8 Mode: 5

almost never 1 2 3 4 5 almost always

10. I felt that when I had a contribution to make, I had no opportunity to make it.

Mean: 1.4 Mode: 1

almost never 1 2 3 4 5 almost always

11. I felt that the content and activities were interesting.

Mean: 4.4 Mode: 4

almost never 1 2 3 4 5 almost always

12. The presenters were knowledgeable and competent.

Mean: 4.6 Mode: 5

not at all 1 2 3 4 5 superior

13. This workshop will probably have a significant impact on my attitudes or behaviors.

Mean: 4.4 Mode: 5

strongly disagree 1 2 3 4 5 strongly agree

I need more information on the following:

• Computer education Program - like EQUALS

• Legislation • Money available for next year

• Successful methods for faculty members who are insensitive to

• Very successful project - THANKS

• Set October dates before school year (1983) is out

• Very worthwhile & enjoyable • Equity as a people

Please return to:

Gene Canque Liddell
Program Administrator
Office of the Superintendent
of Public Instruction
Old Capitol Building
Olympia, WA 98504

issue, not just
women's issue

• Great role model

• Excellent job!

I027B8.00



Superintendent of Public Instruction

DR. FRANK B. BROUILLET 7510 ARMSTRONG STREET S.W., F.G-11, TUMWATER, WA 98504



April 28, 1983

Ms. Jeanne Lundgren
Principal
Spiritoridge Elementary School
16401 S.E. 24th
Bellevue, WA 98008

Dear Jeanne:

Thank you very much for your valuable and active participation at our Sex Equity in Education Team Building workshop in Yakima. We had some exciting higher level critical thinking happening as the team members presented their lessons to us.

Your commitment to providing quality education for all children was evident throughout this Project and, as Dr. Shirely McCune of the Education Commission of the States pointed out to us at our December luncheon, "You are on the cutting edge of truly providing educational equity for all children." This Project was guided by the Kettering Foundation research that stated that the nature of change is such that significant change and improvement occurs at the building rather than the district level. We know that your influence does make a difference to students.

Please help us evaluate this Project. The enclosed evaluation form is one aspect of the overall evaluation. We encourage any comments and suggestions for the second phase of this Project.

We hope to have our follow-up meeting in early October.

Sincerely,

DIVISION OF INSTRUCTIONAL
PROGRAMS AND SERVICES

Gene Canque Liddell
Program Administrator
Office for Multicultural
and Equity Education

102732.00

Enclosure

JEFFERSON ELEMENTARY SCHOOL

SEX EQUITY PROJECT

1982-83

Team:

Jo Love Beach, Lynnette Liffbrig, Brian Webber

Goal:

To create an awareness of sexual equities/inequities in the classroom.

1. Curriculum materials
2. Discipline procedures
3. Classroom management

Procedure:

Time line

December 15 - First meeting with the entire staff.

1. Information regarding the December 2 - 3 workshop
2. Questionnaire regarding awareness

January 5 - Second meeting with the entire staff

1. Give back results of awareness questionnaire
2. Brainstorm - ideas for our building
3. Consensus - goals for our building
4. Formulate a plan

JEFFERSON ELEMENTARY SCHOOL

SEX EQUITY GOALS

1982-83

Curriculum Awareness

1. All staff members will evaluate curriculum materials used and bring in questionable items for group discussion at regularly scheduled faculty meetings (first and third Wednesdays of each month).
2. The librarian, Jill Daverso, and a staff member, Sue Madison, will acquire a list of books and materials for use in the classroom which will aid teachers.

Discipline Awareness

1. The month of February will be used to gather data on discipline procedures used by second grade teachers, a middle school teacher and a high school teacher. This data will be compiled and used as a form of awareness and basis for discussion at a March building meeting on sex equity. (See attached survey.)

Legislation Awareness

1. The staff "Weekly Update" will contain a "Do You Know" each week.
2. A staff meeting will be held specifically to discuss current laws and legislation and how they effect us at the building level.

December 15, 1982

(23) total #,
Respon

TO: All Staff

FROM: Lynnette Liffbrig

RE: District Team Building Project
Sex Equity In Education

Please circle one appropriate response to each of the following:

Job responsibility:

Classroom teacher (18) Itinerant teacher (2) Classified employee (3)

Age:

(5) 22 - 29 (11) 30 - 39 (4) 40 - 49 (3) 50 - 59 60 - 69

Years as an educator:

(7) 1 - 5 (4) 6 - 10 (5) 11 - 15 15 - 20 (3) 20 +

Hometown:

(20) In-state (3) Out-of-state

1. I have had training, course work or experience where I have learned about sex equity in education.
none at all 1 2 (1.1) mean 3 4 5 quite a lot
2. I feel that sex-role stereotyping limits career options for both men and women.
not at all 1 2 (4.2) mean 3 4 5 extremely
3. I am knowledgeable about legislation regarding sex discrimination in education.
not at all 1 2 (2.1) 3 4 5 extremely
4. I participate in my community activities.
slight degree 1 2 (2.9) 3 4 5 quite a lot
5. I feel there is a need for increased awareness of sex equity here at Jefferson Elementary School.
not at all 1 2 (2.5) 3 4 5 very much

6. When working with students here at Jefferson I feel that more boys get into trouble than girls. **(4.0)**
 not at all 1 2 3 4 5 quite a lot
7. I know that curriculum materials I use are not sex-biased. **(2.8)**
 not at all 1 2 3 4 5 quite a lot
8. I am happy being an educator. **(5.0)**
 somewhat 1 2 3 4 5 extremely
9. Educational equity fits into my life. **(3.5)**
 slightly 1 2 3 4 5 very much
10. Given a career (job) choice today, I choose to be a financial planner, private practice, psychotherapist, speech communication, social worker, workshop presenter, vet/doctor, engineer, mechanical engineer, square dancer, nurseral florist, farmer, child therapist, business women, chef, travel agent, attorney, farmer, fitness advocate.

Educator (10)

Vet/Doctor

Business Women (2)

Geologist

Bartender

Grade School Counselor

Nurseral Florist (2)

Dental Hygienist

Farmer

Diet Counselor

Fitness advocate

JEFFERSON ELEMENTARY SCHOOL
SEX EQUITY TEAM BUILDING PROJECT

April 13, 1983, 2:30 pm

I. Report on Discipline Survey

- a. Grade 2 results
- b. All-school student survey
- c. Middle school results
- d. High school results
- e. Comments on "youth resource center" experiences
- f. Comments on "superior court" experiences

Discussion Session

II. Instructional Materials

- a. Books that can be used to expose students to "equity" and procedure that could be used -- Ann Bain and Sue Madison
- b. A book list prepared by Jill Daverso

Discussion Session

III. Discussion

- a. "What Does the Research Say?"
- b. Newspaper article "Do Your Children Have Hidden Biases?"
- c. "What things do I do or can I do to make a difference?"

JEFFERSON ELEMENTARY SCHOOL
CONSENSUS OF DISCIPLINARY ACTIONS
1982-83

(Grade 2 - Month of February)

- * Number of students in Grade 2: 73
- * Number of students disciplined in the classroom: 26 Boys 18 Girls
- * Number of students sent to the office: 1 Boys 0 Girls
- * Punishment given to girls and boys was the same.
 - 1. A verbal warning. Example: In one classroom 10 girls were warned 31 times, 10 boys were warned 57 times.
 - 2. Time out.
 - 3. Positive sentence writing.
- * Teachers felt the same students were most often disciplined. Most listed boys were punished for the following reasons:
 - 1. Talking.
 - 2. Poor work habits.
 - 3. Fighting and bad language.
- Girls' infractions:
 - 1. Mainly talking.
- * Teachers felt they were very consistent and no preferential treatment was shown to boys versus girls.
- * Teachers feel our discipline policy does not discriminate.

JEFFERSON ELEMENTARY SCHOOL
CONSENSUS OF STUDENT DISCIPLINE SURVEY
1982-83

Grades K-5 using 36 students (randomly selected)

1. - 3 out of 18 boys felt they were never in trouble. The other 15 felt they were seldom in trouble.
- 6 out of 18 girls felt they were never in trouble. The other 12 felt they were seldom in trouble.
- None of the 36 surveyed felt they were frequently in trouble.
2. - 1 out of 18 boys felt girls get into more trouble, 2 felt that it was equal, and 15 felt that boys get into more trouble.
- 2 out of 18 girls felt girls get into more trouble while 16 felt boys get into more trouble.
- Out of 36 students surveyed 3 felt girls get into more trouble, 31 felt boys get into more trouble, and 2 felt it was equal.
- Consensus of why boys get into more trouble was because boys talk too much (too verbal and too loud), boys are more physical (fighting, etc.), and boys break more rules. Girls get into trouble because of tantrums and teasing.
3. - Most (exception of 2) felt punishment given was fair.
4. - 15 did not know what happened before they got into trouble, the rest felt they were breaking classroom rules.
5. - 18 felt bad, sad, or mad before they got into trouble, the rest did not know how they felt.
6. - 17 felt worse, sad, embarrassed, and knew they shouldn't do it again after they got into trouble, 7 did not know how they felt, and the remainder felt fine or happy it was over.
7. - 31 out of 36 felt that the same students were always in trouble.
8. - 34 out of 36 felt girls and boys were treated the same way when disciplined, 1 said, "No", the other said, "Sort of".
9. - Each student knew exactly what happened in their classroom when a student was disciplined. Each teacher has a system and students are aware of the process.
10. - 15 students felt there were times in the day when students got into more trouble such as recess, during or after reading and SSR, during work times, during free times, before spring break, or right after flag salute. 21 students did not know.
11. - All 36 students had ideas of what kinds of things they should get into trouble for. The main things were physical abuse, verbal abuse, throwing rocks, and breaking school and classroom rules.

JEFFERSON ELEMENTARY SCHOOL

GOAL ALLOTMENT SURVEY

1982-83

	Objective 1 Curriculum Materials	Objective 2 Discipline Procedures	Objective 3 Laws/Legislation
Most unfavorable outcome thought likely			
Less than expected success			
Expected level of success	<del> X </del>		<del> X </del>
More than expected success		<del> X </del>	

District: Everett

Team Members: Jo Love, Brian
Lynette Little
Brian Moller

Seattle District
Principal
Principal
Principal

Contact Person:

Jo Love, Everett

Summary

Sex Equity in Schools

Building Level: Elementary Jr. High/Middle Sr. High
(circle one)

Number of staff in building: Classified - 7
Unclassified - 20

Number of students: 455

GOAL: (What do you hope to accomplish at the building?)

To create a staff awareness of sexual equities/inequities in the following areas:

1. Curriculum Materials
2. Discipline Procedures
3. Laws/Legislation

PROCESS: (Describe/list steps that Team has accomplished in planning and meeting together to work toward goal.)

1. Assessment of Present Level
2. Plan for Action
3. Implementation
4. Evaluation

Time-line: (What deadlines have you set?)

Action	Person Responsible	Date Accomplished
1. Curriculum Materials	Principal	12/15, 1/5, 19, 2/16, 3/2
2. Discipline Study	Teachers - Grades 2, 6 & High School English	
3. Laws/Legislation	Principal & Executive Director of Personnel	Now To End Of School Year

Needs: (What do the team members need to reach their goals?)

1. Materials which would aide in discussion of classroom practices.

PJ2118.00

Please see following attachments for documentation of school plan.

- Survey
- Goals
- Discipline Questionnaire
- Weekly Update

DISCIPLINARY ACTIONS

1982-83

TEACHER _____

GRADE LEVEL _____

SUBJECT _____

1. How many students did you discipline in your classroom in the month of February? Boys _____ Girls _____
2. How many students were referred to the office for disciplinary action in the month of February? Boys _____ Girls _____
3. What types of punishment are used for girls/boys who violate school rules?

Girls _____

Boys _____

4. What does your school discipline policy say? _____

Does it reflect difference between boys and girls? _____

5. What preferential treatment do you show for boys versus girls? _____

WEEKLY UPDATE

FOR THE WEEK OF 1-24



JEFFERSON ELEMENTARY SCHOOL

Staffing:

Duties:

Faculty ... Dede
Grounds ... Sullivan

- 1/24 ... No School - Non-Contract Day for Staff
- 1/25 ... Superintendent's Visit, School Library, 7 pm
- 1/26
- 1/27 ... No Special Services Meeting
... Skating Party, Skate Deck, 6:30 pm
- 1/28 ... All-School Assembly, "Tears of Joy" Puppet Theatre,
Cafeteria, 1:15 pm
... Elementary Principals' Meeting, Center, 1 pm

DO YOU KNOW:

Under Title IX a school must not enroll students in separate physical education classes on the basis of sex. Students may be segregated for contact sports but must be allowed to enroll in any class.



If you work hard to be
envied, you'll never
be admired.



MASTER TEACHER MESSAGE
FOR THE WEEK!!

WEEKLY UPDATE

FOR THE WEEK OF 1-31



JEFFERSON ELEMENTARY SCHOOL

Staffing:

Stephanie Vincent
Jim Drechsler

Duties:

Faculty ... Martina
Grounds ... Dede

- 1/31 ... John Moffitt, principal from Kimbell Elementary School in Seattle, will visit us in the morning.
- ... Fourth Grade Level Meeting, Center, CW, 2:45 pm
- Larry Torgerson will discuss the use of a new science kit on trees.
- ... Pay Day -- At Last!
- 2/1 ... Kindergarten Meeting, Center, CW, 2:45 pm
- ... PTSA Council Meeting, Evergreen Middle School, 7:30 pm
- 2/2 ... Elementary Principals' Meeting, Center, 9:30 am
- ... Staff Meeting, Library, 2:30 pm
- 2/3 ... Breakfast, Phoenix Center, 6:45 am
- ... Vision Screening
- ... Special Services Meeting, 2:20 pm
- 2/4 ... Principals' Workshop, Mt. Vernon, 8:30 - Noon

DO YOU KNOW:

Statistically, one in four girls and one in seven boys will be sexually abused before they turn eighteen.



When you cease to be what
you could be, you cease
to be.



MASTER TEACHER MESSAGE
FOR THE WEEK!!

WEEKLY UPDATE

FOR THE WEEK OF 4-18



JEFFERSON ELEMENTARY SCHOOL

Staffing:

Gail Dyakanoff

Duties:..

Faculty ... Raymond
Grounds ... McFarland

- 4/18 ... Snohomish County Principals' Meeting, Lake Stevens, 12:45 pm
... Heath Math Inservice, Center, CW, 2:45 pm
... School Board Meeting, Center, 7:30 pm
- 4/19 ... Fifth Grade Testing for Challenge Program, Cafeteria, 9 - 11 am
... Gymnastic Apparatus Inservice, Jackson, 2:30 pm
- 4/20 ... Textbook Ordering, Grade 4 - 2:30 pm, Grade 5 - 3 pm
- 4/21 ... Kindergarten Workshop, IMC, 8 am
... Eisenhower Drama Club, Cafeteria, 9:30 am
*Grades 4 and 5 only - do not bring chairs.
... Special Service Meeting, 2:20
... All-School Skating Party, 6:30 pm
- 4/22 ... Reading Teachers' Meeting, IMC, 2 pm
... Jefferson School Discipline Committee Meeting, 3 pm

Reminder: Curriculum Carnival (Open House/Ice Cream Social), April 25, 7 - 8:30 pm

* I will be asking you to set a date for your second observation (if you have not already done so).

DO YOU KNOW: Research studies say that when boys and girls are misbehaving equally, boys still receive more frequent discipline. We are over three times as likely to reprimand the boys than the girls. And research shows we often reprimand boys in a more harsh and public manner and girls in a more soft and private manner with lighter penalties.



Rational thought seldom
helps the irrational person
--but love does.



MASTER TEACHER MESSAGE
FOR THE WEEK!!

KELSO EDUCATIONAL EQUITY PROGRAM
Junior High Level

June, 1983

Team Members
Joan Gallagher
Doug Waite
Kathleen Williamson
Michael Trinner
Darcy Lees
Ted Teigs
Jay DeVries

Purpose and Goals

The purpose of the junior high equity team was to expand the equity program into Coweeman and Huntington Junior High Schools. The team was composed of Joan Gallagher; Jay DeVries; Doug Waite, Coweeman Coordinator; Kathleen Williams, Buntington Coordinator; Ted Teigs; Michael Trinner; and Darcy Lees.

Funded in cooperation with the Team Building Project, Office of Equity Education, Superintendent of Public Instruction, the Kelso team determined two goals:

To create a specific unit within the curriculum to increase awareness in sexual and racial equality.

To create an awareness of equality issues within the faculty on an on-going basis.

The first goal was met by the inclusion of equity learning objectives in the new career/study skills course for eighth graders and Project Equals training program for math teachers proposed by Dot Joslin and Jim Biver.

The second goal, a building activity packet, is designed to be presented and disseminated by the building coordinator. These packets will be shared with the elementary and high school building coordinators.

The activity packet includes faculty meeting presentations, handouts, and bulletin board materials. Attached is a schedule of awareness activities, schedule of Equals presentations, a 1983-84 junior high timeline, an evaluation plan and a list of resource needs.

Junior High Timeline
1983-84

June 13 & 14, 1983	Team Planning for Staff Awareness Inservice
August 3, 4 & 5, 1983	SEEN Summer Retreat: Multi-Cultural and Sex Equity Training Session
Sept., 1983-May, 1984	Staff Inservice Presentations at Buildings
Sept.-Dec., 1983	Project EQUALS Presentations: Mathematics Equity
October 6 & 7, 1983	Team Building Project Follow-up in Olympia: Training Sessions and Strategic Planning
Spring, 1984	Team Building Project Follow-up
June, 1984	Follow-up and Planning for 1984-85

Sept. Letter to Staff--Handout in Mail Boxes

Cartoon Series--Faculty Room Bulletin Board (Female Teacher)
 Presentation of Overview of Careers/Study Skills
 Faculty meeting
 Equity Materials available in district
 Biblio from Media and Session--State Office
 (Handout)

Oct. Definitions--Handout in mail boxes

Sexism in Language--Speech Cloud--Handout

Presentation/Quiz on "Women in World of Work"--Sadker

Open Presentation "Killing Us Softly"--available for parent
 preview (before and after school).

Nov. Presentation/Handout at faculty meeting--"Recognizing
 Discriminating Practices and Behavior" questions 1-10

Handout in Boxes--"Cost of Sex Bias in Schools"

Faculty Bulletin Board--Cost of Bias (Blue Into Sheets)

Dec. Presentation at faculty meeting--"What's Your Line on Title IX"
 T-F questions

Jan. Presentation/handout at faculty meeting--Legal Aspects Awareness
 Quiz--Handout on Fed. Acts

Faculty Room Bulletin Board--Male/Female Conversational Patterns
 (Andy Capp cartoon--Women talking over fence)

Feb. Videotape at faculty meeting--"Futures: From High Schools to
 High Tech" (10 min.)

Quotations for Faculty Room Bulletin Board--(on-going/weekly
 changes)

April Presentation/Handout (at faculty meeting)--"Summary of Forms of
 Sex Bias in Educational Materials"

Handout in boxes--"Women--Which Includes Man, Of Course"

Project EQUALS
TIME-LINE

August, 1983	Participate in 7th grade Parent Orientation Night
September, 1983	Conduct a survey of participation in mathematics course 7th-12th according to subject and sex
October-December, 1983	Inservice faculty awareness of sex-related differences in young people's education through participation in selected 5-10 minute activities
October-December, 1983	Acquaint mathematics teacher 7th-12th with EQUALS materials through brief presentation in departmental meetings.

Evaluation Plan

1. Short monthly questionnaires.
2. Follow-up staff needs assessment--shortened form given in May, 1984.
(Original was administered in January, 1983.)

Resource Needs

Type materials--district

Copy materials for district packets--print shop

Assemble packets--print shop

Darcy Lees--coordinate

Copy materials for staff at buildings per building coordinator request--print shop

\$50 budget for each junior high building coordinator to purchase posters and other resource materials.

Future Plans and Possibilities

1. Human Equity speaker for the preschool district-wide meeting.

Possible speaker: Beverly Postlewaite, Administrator for the Sex Equity Unit of the Commission for Vocational Education.

2. A credit course on human equity.

Possible instructors and colleges include Margaret McGuire (206-281-2014) from SPU or Linda Davenport (206-543-1847) from UW.

3. A half-day early dismissal workshop similar to what was done for computers. Any of the above people or Gene Liddell from SPI.

Draft letter to Staff

Greetings from the human equity committee:

Last spring all of you completed a survey on human equity. Those surveys have been tabulated and the Kelso Equity Education project will be offering you help in several areas.

Many teachers indicated that equity materials were not available for use in their classrooms. K.E.E.P. will supply lists of films, books, and other materials to teachers so that those of you wishing to develop an equity strand can do so.

A project called Math EQUALS has been initiated to aide and encourage girls in math.

In addition, some of you indicated that you were not sufficiently aware of human equity issues. Short presentations will be made at faculty meetings throughout the year to acquaint you more fully with these issues.

Finally, the Careers/Study Skills class has been chosen as the are of curriculum in which to concentrate on equity concerns with students.

We hope to send some of you to workshops during the school year. If you would be interested in attending a workshop on a released-time basis, please talk to one of the committee members.

The human equity project is going well in the elementary schools. Please let us know if you have any ideas that will make it equally successful at the junior highs.

Sincerely,

Kelso Equity Evaluation Project

1027B8.00

RESOURCE REVIEW/RENEWAL

PROJECT REPORT

BY

THE EQUITY EDUCATION COMMITTEE

NEWPORT SENIOR HIGH SCHOOL

JUNE, 1983

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During the 1982-83 school year, the Newport High School Equity Education Committee studied the textbooks and other resources used in English and Social Studies classes. We attempted to determine the messages these materials give students either directly or indirectly about equity between males and females and among diverse racial and ethnic groups. The results of our study appear in the report that follows.

Using an abbreviated guideline for assessing materials, we examined textbooks and anthologies and prepared short annotations for each one we studied. We also prepared a response to lists of books used for particular courses. Additionally, we compiled lists of possible supplementary materials, including books available for use in the resource center and in the library collection. We determined quantities available and recommended books to be purchased or supplied in larger quantities.

Checklist

In examining both texts and materials lists, we used the following checklist, which enabled us to make a quick but useful assessment of the books and lists; we recommend you try it, too:

1. Invisibility: The gender or ethnic or racial group is not the focus of any work or section. The history, accomplishments, cultural contributions, or problems of these people simply do not appear in the text or list.
2. Stereotypes: The group appears, but only in certain predetermined ways that perpetuate some myth about the group.
3. Fragmentation: Material about the group appears to have been added in as a separate section in a later edition and appears only in part.
4. Imbalance: One or two representatives of the group are superficially included.
5. Lies: The book reports as the truth outright untruths about the group.
6. Language: The language of the author or text excludes the whole group; or systematically includes it, but as the outsider; or perpetuates disrespect for the group.

Rationale

About this effort to help amend the misrepresentation or under-representation of women or certain minority ethnic and racial groups in instructional materials, we make the following assumptions:

1. that we are required by both federal and state law as well as by district policy to provide equity education for all students, and we should do so in both letter and spirit;

2. that most teachers want to treat students equitably, but our efforts are limited by existing institutionalized practices, including the use of certain books;
3. that no one wants us to be censors; rather we need to select and use materials with increasing consciousness of the effect they will be having on students;
4. that many of the materials we do find racist or sexist can be used effectively if we acknowledge the problems they present and examine them critically;
5. that students really do, for sound educational reasons, need to see something of themselves, their history and culture, in texts;
6. that demeaning roles or an absence of "parts" for women and members of minority groups in the texts students use really does limit their present interest in learning as well as future choices they make about their lives;
7. that high school students' aspirations, particularly young women's, tend to be somewhat limited; that we could make many more possible futures implicit in what we give them to read and study; and
8. that an equal-opportunity education can lead to an improved educational climate, more interest in learning, and greater joy in teaching.

ENGLISH

Books Used in English Classes

The following lists include resource-center books reserved and available for use in the courses listed. Not all the works are used each semester; different books within each list may be used by different teachers. Where possible, we have included the number of books inventoried and ordered in June, 1983, after the title:

Survey of English

Armstrong, SOUNDER (33)
Borland, WHEN THE LEGENDS DIE (64)
Clarke, ed., AMERICAN NEGRO SHORT STORIES (35)
Crane, RED BADGE OF COURAGE (64)
Dickens, GREAT EXPECTATIONS (73)
Hersey, HIROSHIMA (96)
Hipple, ed., 20th CENTURY AMERICAN SHORT STORIES (100)
Hubert, C, DREAMSPEAKER (65)
Hughes, HIGH WIND IN JAMAICA (65)
Irmischer, HOLT ENGLISH LANGUAGE AND WRITING (200)
Jewkes, ed., CIRCLE OF STORIES ONE (38)
 CIRCLE OF STORIES TWO (34)
 THE GARDEN AND THE WILDERNESS (35)
 THE TEMPLE AND THE RUIN (33)
 WISH AND NIGHTMARE (32)
 A WORLD ENCLOSED (43)
 A WORLD ELSEWHERE (41)
 A WORLD REMADE (34)
Lee, TO KILL A MOCKINGBIRD (125)
St. Exupery, WIND, SAND AND STARS (30)
Steinbeck, OF MICE AND MEN (120)
Stevenson, TREASURE ISLAND (65)
Stewart, EARTH ABIDES (32)
Taylor, ROLL OF THUNDER, HEAR MY CRY (65)
Wiesel, NIGHT (65)

Literature One/Introduction to Literature

Arnold, SHADOWLAND (99)
Golding, LORD OF THE FLIES (111)
Goldman, THE PRINCESS BRIDE, TEMPLE OF GOLD (108)
Keyes, FLOWERS FOR ALGERNON (110)
Knowles, A SEPARATE PEACE (107)
Lee, INHERIT THE WIND (70)
Salinger, CATCHER IN THE RYE (134)
Shakespeare, TAMING OF THE SHREW (42)
Sheld, ed., DESIGNS IN FICTION (120)
Trumbo, JOHNNY GOT HIS GUN (61)
Vonnegut, WELCOME TO THE MONKEY HOUSE (62)
Warriner, CHARACTERS IN CONFLICT (100)

Writing One

Shakespeare, JULIUS CAESAR
Selected short stories

American Literature

Alger, RAGGED DICK (64)
Clurman, FAMOUS AMERICAN PLAYS OF THE 30's (33)
Current-Garcia, AMERICAN SHORT STORIES, (3rd edition 97; 4th, 60)
Fitzgerald, THE GREAT GATSBY (128)
Gassner, ed., A TREASURY OF THE THEATRE (33) includes Odets, O'Neill,
Anderson, Wilder, Hellman, Saroyan, Williams, Miller
Hellman, THE CHILDREN'S HOUR
Hemingway, IN OUR TIME (86)
Hewes, FAMOUS AMERICAN PLAYS OF THE 40's (33)
Kesey, ONE FLEW OVER THE CUCKOO'S NEST (129)
Miller, DEATH OF A SALESMAN (70)
THE CRUCIBLE (62)
Steinbeck, THE GRAPES OF WRATH (217)
Strasberg, FAMOUS AMERICAN PLAYS OF THE 50's (33)
Thoreau, WALDEN (64)
Twain, HUCKLEBERRY FINN (131)
THE PORTABLE TWAIN (69)
Wharton, ETHAN FROME (69)
Selected poetry

British Literature

Atwood, SURFACING (40)
Bronte, JANE EYRE (60)
Conrad, LORD JIM (75)
Dickens, A TALE OF TWO CITIES (60)
DAVID COPPERFIELD (33)
Gassner, A TREASURY OF THE THEATRE (33) includes Barrie, Galsworthy,
Gregory, O'Casey, Wilde, Synge
Hardy, THE RETURN OF THE NATIVE (45)
Mercier, ed., GREAT IRISH SHORT STORIES (35)
Paton, CRY THE BELOVED COUNTRY (74)
Pooley, ENGLAND IN LITERATURE (100)
Shakespeare, HAMLET, MACBETH (108, 76)
Shaw, FOUR PLAYS (37)
Spark, MEMENTO MORI (33)
Waugh, THE LOVED ONE (33)

Intensive Literature

Agee, LET US NOW PRAISE FAMOUS MEN (67)
Austin, PRIDE AND PREJUDICE (37)
Bronte, WUTHERING HEIGHTS (40)
Dostoevski, CRIME AND PUNISHMENT (66)
Ellison, INVISIBLE MAN (64)
Faulkner, INTRUDER IN THE DUST (35)
Flaubert, MADAME BOVARY (38)

Intensive Literature (con't)

Huxley, BRAVE NEW WORLD (73)
Lawrence, THE FOX (33)
Orwell, 1984 (74)
Shakespeare, KING LEAR, THE TEMPEST
Swift, GULLIVER'S TRAVELS (71)
Twain, ROUGHING IT, THE MYSTERIOUS STRANGER
West, MISS LONELYHEARTS
Selected poetry

World Literature

Abe, WOMAN IN THE DUNES (41)
Achebe, THINGS FALL APART (54)
Beckett, KRAPPS'S LAST TAPE
Camus, THE STRANGER (57)
Capek, LIFE OF THE INSECTS
Carrier, LITERATURE FROM THE WORLD (35)
Chekhov, STORIES AND DRAMAS (45)
Frakes, SHORT FICTION
Gogol, DIARY OF A MADMAN (28)
Hamsun, HUNGER (64)
Ibsen, FOUR PLAYS (57)
Joyce, DUBLINERS (34)
Kafka, METAMORPHOSIS
Kazantzakis, ZORBA THE GREEK (45)
Mishima, SOUND OF WAVES (66)
Pickering, ed., FICTION 100
Remarque, ALL QUIET ON THE WESTERN FRONT (66)
SIX GREAT MODERN SHORT NOVELS includes Gogol's THE OVERCOAT (48)
Solzhenitsyn, ONE DAY IN THE LIFE OF IVAN DENISOVICH (76)
Sophocles, OEDIPUS REX, ANTIGONE
Voltaire, CANDIDE

Myth-Classical Literature

BEOWULF
Bullfinch's MYTHOLOGY (35)
Evslin, HEROES, GODS, AND MONSTERS (35)
Goodmin, DRAMA ON STAGE (65)
Green, KING ARTHUR (57)
Haddas, ed., GREEK DRAMA (47)
Hamilton, MYTHOLOGY (134)
THE ILIAD (57)
Jewkes, ed., MAN THE MYTHMAKER (71)
 MAN THE VOYAGER (63)
 THE PERILOUS JOURNEY (70)
THE ODYSSEY (65)
Plato, DIALOGUES
Robinson, MYTHS AND LEGENDS OF ALL NATIONS
Shaw, PYGMALION
Stanford, MYTH AND MODERN MAN (68)
Selected poetry

Science Fiction

Capek, R.U.R.

Ellison, CITY ON THE EDGE OF FOREVER

Farrell, et al., SCIENCE FACT/FICTION, 1976

Shelley, FRANKENSTEIN

Wells, WAR OF THE WORLDS

Comments on the Lists

The book choices for Survey of English reflect a conscious effort to include books by women, strong female lead characters, and some cultural diversity in new acquisitions such as Mildred Taylor's ROLL OF THUNDER, HEAR MY CRY and DREAMSPEAKER.

Literature One/Introduction to Literature offers the possibility of introducing diverse poetry and short stories, though existing anthologies are somewhat limited. A new book choice last year features the life of a famous woman--Frances Farmer--in SHADOWLAND. THE TAMING OF THE SHREW introduces the question of equality between the sexes.

American Literature needs an infusion of women and minority writers only partly provided by the short story and poetry selections.

British Literature resources offer some options so that women writers can be included.

Intensive Literature offers some cultural diversity and provides the option of two books by women from among fourteen major works.

World Literature offers much cultural diversity but no major works by women.

Myth/Classical Literature provides an excellent opportunity to deal with racial, ethnic, and sex-role stereotypes, even when white male writers and editors predominate. The Jewkes Uses of the Imagination series does offer some diversity.

Some notable works of science fiction have been written by women, so the Science Fiction class could easily be supplemented with novels and stories by Ursula LeGuin, Joanna Russ, and Kate Wilhelm.

An Annotated List of Materials in Use in English

Bullfinch's

MYTHOLOGY. 1959.

Greek and British medieval myths about women, need offsetting by some discussion of the real role of women in times represented.

Carrier, Neumann

LITERATURE FROM THE WORLD. 1981.

Colette and Gabriela Mistral are among the few women included in this anthology which contains stories, plays, and poems from Spain, Brazil, Israel, Greece, Germany, India, Russia, Norway, Zimbabwe, China, etc.

An Annotated List of Materials in Use in English (con't)

Clurman,

FAMOUS AMERICAN PLAYS OF THE 30's. 1959.
Contains OF MICE AND MEN, no plays by women.

Current-Garcia, ed.

AMERICAN SHORT STORIES: Third, Fourth editions.
Third edition contains 41 stories, seven by female writers. The
Fourth edition drops one male and adds two female, two male. Third
contains Ernest J. Gaines, Langston Hughes; fourth adds Toni Cade
Bambara.

Evslin,

HEROES AND MONSTERS OF GREEK MYTH. 1967.
Of six focal characters, one is female, Atalanta, but she loses the
race.

Farrell, et al.,

SCIENCE FACT/FICTION. 1976.
Of 48 selections, three are written by women. Some ethnic and cultural
diversity.

Frakes, J.R. and Isadore Traschen,

SHORT FICTION
Stories by 28 men, 3 women; includes American, Russian, German,
French, Irish, and English writers.

Gassner, ed.,

A TREASURY OF THE THEATRE.
Two of twenty-seven playwrights are female. English, Irish, American,
Scandinavian and French writers.

Goodman,

DRAMA ON STAGE.
Only two plays feature women: MEDEA and THE VISIT. Both are
destroyers. No female playwrights.

Green,

KING ARTHUR AND HIS KNIGHTS OF THE ROUND TABLE. 1953.
Retold tales of witches, bewitching maidens, adulterous women, and
gallant and fearless knights. Reinforces all existing stereotypes.

Hamilton,

MYTHOLOGY. 1940.
Demeter ranks with Dionysus in this collection, which features
Greek myth but also includes Nordic myths.

Hewes, ed.,

FAMOUS AMERICAN PLAYS OF THE 1940's. 1967.
Includes McCuller's MEMBER OF THE WEDDING. Anderson's LOST IN THE
STARS dramatizes CRY, THE BELOVED COUNTRY.

Jewkes, Frye,

MAN THE MYTHMAKER. 1961.
Of 67 selections, 12 are by women. Wide collection of myths from a
variety of cultures--Greek, Indian, Native American, African, etc.
Uses generic from the title on.

An Annotated List of Materials in Use in English (con't)

- Jewkes, Frye,
THE PERILOUS JOURNEY. 1973.
Low on women writers and female focal characters, but good cultural cross section.
- Mercier, ed.,
GREAT IRISH SHORT STORIES.
Stories by the Irish. Only two women among 31.
- Miller, Hayden and O'Neal,
THE LYRIC POTENTIAL. 1974.
Out of over 300 poems, fewer than one-eighth are by women. Far fewer are by Black poets. No Hispanic or Asian-American surnames appear in the Table of Contents.
- Pickering, ed.,
FICTION 100.
Fiction is international but of 64 selections, 13 are by women, 4 by Black men, mostly American and Northern European.
- Pooley, ed.,
ENGLAND IN LITERATURE. 1963.
The score is 85 male, 6 female.
- Robinson,
MYTHS AND LEGENDS OF ALL NATIONS. 1976.
Worldwide reference to myths of many cultures. Male heroes predominate.
- Rouse, ed.,
THE ODYSSEY.
Good source book for ethnocentrism--everyone not Greek is a monster. Female stereotypes abound: Circe, who turns men to swine; Calypso, who has magic powers; Naussica, who gets in a dither over a man; the Sirens, who destroy men with their beautiful voices; and Penelope, who stands by her man for twenty years.
- Scheld, ed.,
DESIGNS IN FICTION. 1974.
Short stories by 17 male, 2 female writers.
- SIX GREAT MODERN PLAYS. 1956.
Contains Williams, Miller, Chekhov, Ibsen, Shaw, and Sean O'Casey.
- SIX GREAT MODERN SHORT NOVELS. 1954.
Contains one selection by Katherine Anne Porter, NOON WINE.
- Stanford,
MYTH AND MODERN MAN. 1972.
Good representation of many cultures' myths--Norse, Maori, Swahili included. Stories of women feature evil-doers, but the book provokes a discussion of the cultural ramifications of the "male" attitude.

An Annotated List of Materials in Use in English (con't)

Strasberg, Lee, ed.,

FAMOUS AMERICAN PLAYS OF THE 1950's. 1962.

Contains Lillian Hellman's THE AUTUMN GARDEN, plus plays by Williams, Anderson, Albee and Gazzo.

Warriner,

CHARACTERS IN CONFLICT. 1981.

Predominantly British and American stories; 18 male writers, 5 females.

Supplementary Materials: Available in the Resource Center

Adams, Elsie, and M.L. Briscoe,

UP AGAINST THE WALL, MOTHER. 1971 (32).

Contains many interesting essays, stories and poems both for and against women's rights. See Philip Wylie's "Common Women" for an incredibly vituperative essay.

Chace, JoAn and William, eds.,

MAKING IT NEW. 1973 (26).

Contains a collection of contemporary American poems, including work by Sonia Sanchez, Anne Seyton, Sylvia Plath, Victor Hernandez Cruz, Robert Hayden, Gwendolyn Brooks, LeRoi Jones.

Recommended for use in American Literature.

Chapman, A, ed.,

BLACK VOICES. 1968 (87).

Poetry, fiction, autobiography and literary criticism by over fifty Black writers. Includes Ann Petry, Paule Marshall, Margaret Walker, Naomi Long Madgett, Mari Evans, and Gwendolyn Brooks.

Used in American Literature.

Clarke, ed.,

AMERICAN NEGRO SHORT STORIES, 1966 (35).

Contains 31 short stories by 27 Black men and 4 Black women.

Recommended for use in Survey of English and American Literature.

Jewkes, and Frye,

USES OF THE IMAGINATION (Series) about 1972.

WISH AND NIGHTMARE (32)

CIRCLE OF STORIES ONE (38)

CIRCLE OF STORIES TWO (34)

THE GARDEN AND THE WILDERNESS (35)

THE TEMPLE AND THE RUIN (33)

A WORLD ELSEWHERE: ROMANCE (41)

A WORLD ENCLOSED: TRAGEDY (43)

A WORLD REMADE: COMEDY (34)

Although introductions to this series use the generic, the books are balanced ethnically and many of the writers are female. Myths from around the world are complemented with modern stories and poems.

Supplementary Materials: Available in the Resource Center (con't)

Moffett,

POINTS OF VIEW. 1966.

Contains 40 short stories, 9 by women. Ethnic mix is American, Russian, Welsh, French, and English.

Olsen,

TELL ME A RIDDLE. 1960 (33).

Collection of four complex, compassionate, and profound stories. Three of them focus on the experience of women and children, and one ("Oh, Yes") on the relationship between two adolescent girls.

Very appropriate for American or Intensive.

Class set in Resource Center.

Ross,

YOUNG AND FEMALE. 1972 (30).

First person accounts from Shirley MacLaine, Shirley Chisholm, Dorothy Day, Emily Hahn, Margaret Sanger, Althea Gibson, Edna Ferber, Margaret Bourke-White.

Could be used in Introduction to Literature, American Literature, or Survey of English.

Roszak, Betty, and T. Roszak,

MASCULINE/FEMININE. 1969 (34).

Essays range from Strindberg and Lionel Tiger at their most extreme to Dorothy Sayers and Simone de Beauvoir.

Recommended for supplementary use in Composition, Expository Writing, Intensive Literature, or Advanced Speech.

Supplementary Materials: Available in Limited Quantity in Resource Center

Angelou, Maya,

I KNOW WHY THE CAGED BIRD SINGS. 1971 (3).

Details of growing up Black and female in the 30's.

Angus,

CONTEMPORARY AMERICAN SHORT STORIES. 1967 (1).

Contains 23 stories, 7 by women.

Astrov, ed.,

AMERICAN INDIAN PROSE AND POETRY: AN ANTHOLOGY. 1946, 1962 (7).

This contains many short works which might be used as discussion or writing initiators.

Bernikow,

THE WORLD SPLIT OPEN. 1974 (3).

Four centuries of women poets in England and America; some inclusion of Black poets in American Section.

Supplementary Materials: Available in Limited Quantity in Resource Center (con't)

Brown,

MANCHILD IN THE PROMISED LAND. 1965 (15).

Memorable autobiography of a Black American who grew up in Harlem.

Could be used in Composition if students were assigned autobiographies to read.

Cade, ed.,

THE BLACK WOMAN. 1970 (3).

Collection of poems and essays by and about Black women.

Cather,

MY ANTONIA. 1926, 1949 (5).

The central character is a strong immigrant pioneer American woman.

Recommended for use in American Literature.

Recommended for purchase of class set.

Chester, Barba,

RISING TIDES. 1973 (1).

Contains ample work of 70 American women poets from Gertrude Stein to Nikki Giovanni. Includes short biographical sketches.

Recommendation: buy more copies.

Cornillon, Susan K,

IMAGES OF WOMEN IN FICTION. 1972 (5).

Collected essays about women in literature. Joanna Russ' "What Can a Heroine Do?" Or Why Women Can't Write" lucidly explains the difficulties we have in finding literature about women without stereotypes.

Flexner,

CENTURY OF STRUGGLE. 1974 (1).

A history of women's rights in America.

Include in research unit as resource in a history of human enfranchisement.

Friedan,

THE FEMININE MYSTIQUE. 1963 (11).

Marks the beginning of recent interest in women's rights in the United States.

Use in research collection, Composition.

Goulianos,

BY A WOMAN WRIT. (4).

Literature from six centuries by and about women in England and America.

Hansberry,

TO BE YOUNG, GIFTED, AND BLACK. 1969 (2).

Partly poem, partly journal, partly drama, by a gifted Black American playwright who died at age 34.

Supplementary Materials: Available in Limited Quantity in Resource Center (con't)

Hecht, et al.,

THE WOMEN, YES! 1969 (11).

Introduces women's equality as an issue, traces the history of women suffrage, and suggests alternative images for women.

Includes discussion questions and activities.

Howe, Bass, eds.,

NO MORE MASKS. 1973 (5).

This anthology includes American Women poets from Amy Lowell to Alice Walker and some selections by Black and Hispanic poets.

Hughes, Langston

SIMPLE'S UNCLE SAM. 1965 (8).

A collection of stories with a civil rights thrust.

Use as model of narration as essay in Composition or Expository Writing.

McLuhan,

TOUCH THE EARTH: A SELF-PORTRAIT OF INDIAN EXISTENCE. 1971 (1).

Short passages by Native American writers, illustrated with Curtis photographs of Indian life.

Recommended for Survey of English.

Recommended for purchase.

Merriam,

GROWING UP FEMALE IN AMERICA: TEN LIVES. 1971 (18).

Contains parts of the life stories of Elizabeth Cady Stanton, Maria Mitchell, Anna Howard Shaw, mother Mary Jones, and six other remarkable women.

Recommended for Survey of English or American Literature.

Purchase to complete class set.

Momaday,

THE WAY TO RAINY MOUNTAIN. 1969 (30).

A personal attempt by the author to get in touch with his Native American past.

Showalter, Elaine

WOMEN'S LIBERATION AND LITERATURE. 1971 (4).

Contains classic essays by John Stuart Mill, Virginia Woolf, and Kate Millett as well as Ibsen's A DOLL'S HOUSE.

Recommended for use with advanced students.

Available in the Newport Senior High Library

Greenburger, Ingrid

A PRIVATE TREASON. 1973.

Memoir of a German woman who fled to Southern France during WW II and worked in the French underground.

Excellent for history or English.

One library copy.

Available in the Newport Senior High Library (con't)

Seller, Maxine Schwartz

IMMIGRANT WOMEN. 1981.

Some of the poetry and the biographical sketches are appropriate for American Literature; would be good as part of a collection used in Composition or Expository for writing a research paper.

One copy in our library.

Senesh, Hannah

HANNAH SENESH, HER LIFE AND WORK. 1972.

Includes diary, letters and poetry of a young woman who was executed at age 23 by the Nazis after she parachuted into Central Europe to rescue Jews trapped by the Germans.

One copy in our library.

Wand, David Hsin-Fu

ASIAN-AMERICAN HERITAGE; AN ANTHOLOGY OF PROSE AND POETRY

Many of the works are set in Seattle or the Northwest. Filipino-Americans and Southeast Asian Americans are represented as well as Japanese- and Chinese-Americans.

Some of the short stories might be especially enriching to an American Literature class.

One copy in our library.

Not Available at Newport but Recommended for Review and Possible Purchase

Faderman, Lillian and B. Bradshaw.

SPEAKING FOR OURSELVES. 1969, 1975. Second edition.

Substantial collection of stories, poems and essays by Asian American, Black, Hispanic, Native American and Jewish writers.

SOCIAL STUDIES

After reviewing existing Social Studies texts, Social Studies members of the committee recommended the following books be purchased in larger quantity:

Bragdon and McCutcheon, HISTORY OF A FREE PEOPLE
Branson, AMERICA'S HERITAGE
Foreign Policy Association, GREAT DECISIONS
Mazour, PEOPLE AND NATIONS
Mehlinger and Patrick, AMERICAN POLITICAL BEHAVIOR
PERSPECTIVES: Close-up Foundation

An Annotated List of Books in Use in Social Studies

Antell,

ECONOMICS, INSTITUTIONS AND ANALYSIS. 1978.
Lacks sensitivity to sex and race issues; pictures traditional.

Bailey and Kennedy,

THE AMERICAN PAGEANT. 1979.
Ethnocentric, though new edition contains more material on women and ethnic minorities.

Bragdon and McCutcheon,

HISTORY OF A FREE PEOPLE.
Terminology not always non-sexist but includes women, minorities in vignettes.

Branson, Margaret

AMERICA'S HERITAGE.
Treats women and minorities well, no fragmentation, but shows minorities and both sexes in a variety of roles. Many pictures of men and women working together. Illustrations balanced.

Burns, et al.,

WORLD CIVILIZATION. Sixth edition.
Little has been done with role of women, minorities. Asian societies represented, but little on Africa.

Foreign Policy Association,

GREAT DECISIONS. 1983.
Editors include six women, three men. Women show as political party leaders.

Recommended for purchase.

Fraenket, et al.,

DECISION-MAKING IN AMERICAN GOVERNMENT. 1977.
Minorities and women play a minor role but case studies are interesting. Captions, study questions supply sensitivity.

An Annotated List of Books in Use in Social Studies

Hofstadter, Miller, et al.,

THE UNITED STATES

College level but speaks of "Red" China and employs generic "man".

Magruder,

AMERICAN GOVERNMENT

Uses generic "Congressman." Mehlinger and Patrick book is a better choice.

Mazour,

PEOPLE AND NATIONS. 1983.

Role of women in Ancient China explained. Photos show women working.

Covers Spanish-American War from standpoint of Filipino-Americans.

Mehlinger and Patrick,

AMERICAN POLITICAL BEHAVIOR. 1977.

Revised to provide balance of women, minorities. Illustrations especially show non-stereotypical roles for women and minorities in political process. Case studies include females and minorities.

Merriam, Eve, ed.,

GROWING UP FEMALE IN AMERICA: TEN LIVES

Well written and edited excerpts from letters and autobiographies of American women: a school girl in 18th Century Maine; a founder of the women suffrage movement; an astronomer; a southern officer's wife; a pioneer; a minister and doctor; a slave; a labor organizer; a Jewish immigrant; a Winnebago Indian.

Meier and Rudwick,

FROM PLANTATION TO GHETTO

A scholarly work, valuable supplement though language excludes women.

PERSPECTIVES: Close-Up Foundation. 1981.

Uses generic Man...he. Authors: 9 women, 65 men. But behaviorist approach to political schinxe often takes the sexism out of language and approach.

Schofield,

NORTHWEST HERITAGE. 1978.

Lacks adequate treatment of women, Asians in Northwest history.

Snider,

ECONOMIC MYTH AND REALITY. 1965.

Outdated, but format is thought- and discussion-provoking.

Wallbank,

CIVILIZATION PAST AND PRESENT.

Few pictures of women, little treatment of women's history.

Wallbank,

HISTORY AND LIFE. Second edition. 1982.

Updated, shows sensitivity to sex equity and minority issues. See section on women rulers in history. Well outlined source.

LIBRARY

RESOURCES AVAILABLE IN THE NEWPORT SENIOR HIGH
LIBRARY ORGANIZED BY PROTECTED CATEGORY.

AMERICAN LITERATURE

Ethnic Reading

- Some Suggested Books -

ASIAN

Novels

- F Kingston, Maxine Hong. CHINA MEN. 1980. A novel about Chinese
Kin men in America.
- F Okada, John. NO-NO BOY. 1976. A Japanese-American who chose
Oka internment rather than the U.S. Army returns home to Seattle
after the war.
- F Yep, Lawrence. Dragonwings. 1975. A Chinese immigrant boy in
YEP in San Francisco during the early 1900's.

Biography

- 921 Kingston, Maxine Hong. THE WOMAN WARRIOR: MEMOIRS OF A GIRLHOOD
Kin AMONG GHOSTS. 1976. A rebellious Chinese-American girl examines
her life and ancestry.
- 921 Sone, Monica. NISEI DAUGHTER. 1953. A Seattle girl and her
Son family's internment during World War II.
- 921 Wong, Jade Snow. FIFTH CHINESE DAUGHTER. 1950.
Won
- 921 Wong, Jade Snow. NO CHINESE STRANGER. 1975.
Won

Collection

- 811.08 ASIAN-AMERICAN HERITAGE; AN ANTHOLOGY OF PROSE AND POETRY, edited
Asi by David Hsin-Fu Wend.

B L A C K

Novels

- F Baldwin, James. GO TELL IT ON THE MOUNTAIN. Largely autobiogra-
Bal phical, this novel is a story of religious experience among
Harlem Blacks.
- F Baldwin, James. IF BEALE STREET COULD TALK. 1974. A nineteen-
Bal year-old girl struggles to free her lover, who is in prison,
falsely accused.

American Literature - Ethnic Reading (con't)

- F Ellison, Ralph. INVISIBLE MAN. 1952. A fervent quest for personal
Ell identity and social visibility.
- F Gaines, Ernest. THE AUTOBIOGRAPHY OF MISS JANE PITTMAN. A
Cai fictional autobiography of a woman who was a slave at age 11
and a civil rights marcher at 108.
- F Gaines, Ernest. IN MY FATHER'S HOUSE. A respected civil rights
Cai leader confronts his past and wonders if the gap between
fathers and sons can be closed.
- On Guy, Rosa. THE FRIENDS. 1973. Two girls bound by the rejection
order of their classmates.
- F Meriwether, Louise. DADDY WAS A NUMBERS RUNNER. 1970. Growing
Mer up in Harlem in the late 1930's.
- F Morrison, Toni. SONG OF SOLOMON. 1978. A young son leaves his
Mor northern home on a quest for personal freedom that unexpectedly
reveals the emotional riches of his roots.
- F Parks, Gordon. THE LEARNING TREE. Set in the 1920's, this novel
Par examines a year in the life of a teenage boy and his awareness
of being Black in a small town where the behavior of an
individual affects the community's reaction to all Blacks.
- F Southerland, Ellease. LET THE LION EAT STRAW. 1979.
Sou
- F Taylor, Mildred. LET THE CIRCLE BE UNBROKEN. 1981. Sequel to
Tay title below.
- F Taylor, Mildred. ROLL OF THUNDER, HEAR MY CRY. 1976. Blacks in
Tay the rural south following the Depression.
- F Walker, Margaret. JUBILEE. 1966. This Civil War novel focuses
Wal on the life of Virie, born a slave on a Georgia plantation.
Documents the same historic events as does GONE WITH THE WIND,
but the perspective is utterly different.
- F Wright, Richard. NATIVE SON. 1940. Considered one of the
Wri important American novels of its period, the book deals with
the problems a Black has attaining manhood in a society that
conspires against him.

Biography

- 921 Angelou, Maya. I KNOW WHY THE CAGED BIRD SINGS. 1969
Ang GATHER TOGETHER IN MY NAME. 1974.
SINGIN' AND SWINGIN' AND GETTIN' MERRY LIKE
CHRISTMAS. 1976.
THE HEART OF A WOMAN. 1981.

American Literature - Ethnic Reading (con't)

- 921 Brown, Claude. MANCHILD IN THE PROMISED LAND. 1965.
Bro
- 921 Chisolm, Shirley. UNBOUGHT AND UNBOSSSED. 1970.
Chi
- 921 Guggy, Ossie. OSSIE: THE AUTOBIOGRAPHY OF A BLACK WOMAN. 1971.
Guf
- 921 Malcolm X. THE AUTOBIOGRAPHY OF MALCOLM X. 1964.
Mal
- 921 Moody, Anne. COMING OF AGE IN MISSISSIPPI. 1968. Moody took
Moo part in the civil rights sit-ins of the 1960's.
- 921 Parks, Gordon. A CHOICE OF WEAPONS. 1966. Parks in a well-known
Par photographer.
- 921 Wright, Richard. BLACK BOY: A RECORD OF CHILDHOOD AND YOUTH. 1945.
Wri AMERICAN HUNGER. 1977.

Poetry

- 811.08 Adoff, Arnold. I AM THE DARKER BROTHER: AN ANTHOLOGY OF MODERN
Ado POEMS BY NEGRO AMERICANS. 1968.
- 811 Giovanni, Nikki. COTTON CANDY ON A RAINY DAY. 1978.
- 811 Hughes, Langston. SELECTED POEMS OF LANGSTON HUGHES. 1959.
Hug
- 811.08 Hughes, Langston and Arna Bontemps. THE POETRY OF THE NEGRO,
Hug 1946-1970. 1970.
- 811 Shange, Ntozake. FOR COLORED GIRLS WHO HAVE CONSIDERED SUICIDE
Sha WHEN THE RAINBOW IS ENUF. 1977. Brilliant dramatic sketches
from the lives of women.

Drama

- 812 Fuller, Charles. SOLDERS' PLAY. 1982.
Ful
- 812 Hansberry, Lorraine. A RAISIN IN THE SUN. 1958.
Han
- 812.08 Hatch, James. BLACK THEATER, U.S.A.: FORTY-FIVE PLAYS BY BLACK
AMERICANS, 1847-1974.

Non-Fiction

- 810.8 Barksdale, Richard, and Keneth Kinnamon. BLACK WRITERS OF AMERICA.
Bla 1972.

American Literature - Ethnic Reading (con't)

J E W I S H

Novels

- F Bellow, Saul. THE ADVENTURES OF AUGIE MARCH. 1953.
Bel
- F Bellow, Saul. MR. SAMMLER'S PLANET. 1970.
Bel
- F Greene, Bette. SUMMER OF MY GERMAN SOLDIER. 1973.
Gre
- F Malamud, Bernard. THE ASSISTANT. 1957.
Mal
- F Potok, Chaim. THE CHOSEN. 1967.
Pot
- F Potok, Chaim. MY NAME IS ASHER LEV. 1972.
Pot
- F Potok, Chaim. THE PROMISE. 1969.
Pot
- F Yezierska, Anzia. BREAD GIVERS. 1925.
Yez

H I S P A N I C

Novels

- F Anaya, Rudolfo A. BLESS ME, ULTIMA. 1972.
Ana
- F Mohr, Nicholasa. IN NUEVA YORK. 1977.
Moh
- P Vasquez, Richard. CHICANO. 1970.
Vas
- F Villasenor, Edmund Victor. MACHO! 1973.
Vil

Biography

- 921 Galarza, Ernesto. BARRIO BOY; THE STORY OF A BOY'S ACCULTURATION.
Gal 1971.

American Literature - Ethnic Reading (con't)

N A T I V E A M E R I C A N

Novels

- F Berger, Thomas. LITTLE BIG MAN. 1969.
Ber
- F Borland, Hal. WHEN THE LEGENDS DIE. 1963.
Ber
- F Brown, Dee Alexander. CREEK MARY'S BLOOD; A NOVEL. 1980.
Bro
- F Craven, Margaret. I HEARD THE OWL CALL MY NAME. 1973.
Cra
- F Cushman, Dan. STAY AWAY, JOE. 1953.
Cus
- F Stuart, Colin. WALKS FAR WOMAN. 1976.
Stu
- F West, Jessamyn. THE MASSACRE AT FALL CREEK. 1975.
Wes

Legends, Tales and Myths

- 398.2 Clark, Ella E. INDIAN LEGENDS OF THE PACIFIC NORTHWEST. 1953.
Cla
- 398.2 Highwater, Jamake. ANPAO; AN AMERICAN INDIAN ODYSSEY. 1977.
Hig
- 398.2 Bierhorst, John (ed). THE RED SKY: MYTHS AND TALES OF THE
Red AMERICAN INDIANS. 1976.

Poetry and Song

- 897 Allen, Terry (ed). THE WHISPERING WIND; POETRY BY YOUNG AMERICAN
All INDIANS. 1972.
- 897 Cronyn, George W. (ed). AMERICAN INDIAN POETRY: THE STANDARD
Ame ANTHOLOGY OF SONGS AND CHANTS. 1962.
- 811 Momaday, Natachee Scott. THE GOURD DANCER. 1976.
Mom
- 811 Dodge, Robert K. and McCullough, Joseph B. VOICES FROM WAH'KON-TAH;
Voi CONTEMPORARY POETRY OF NATIVE AMERICANS. 1974.
- 811 Wagone, David. WHO SHALL SEE THE SUN? POEMS BASED ON THE LORE,
Wag LEGENDS, AND MYTHS OF THE NORTHWEST COAST AND PLATEAU. 1978.
- 897 Yeadon, David. WHEN THE EARTH WAS YOUNG; SONGS OF THE AMERICAN
Yea INDIAN. 1978

American Literature - Ethnic Reading (con't)

Non-Fiction

970.3 Momaday, Natchee Scott. THE WAY TO RAINY MOUNTAIN. 1969.
Mom

Collection

897 Witt, Shirley. THE WAY; AN ANTHOLOGY OF AMERICAN INDIAN LITERATURE.
Wit 1972.

AMERICAN LITERATURE

Women

- Some Suggested Books -

Novels

- F Alcott, Louisa May. LITTLE WOMEN.
Alc
- F Danziger, Paula. THE CAT ATE MY GYMSUIT. 1974.
Dan
- F Fitzgerald, Zelda. SAVE ME THE WALTZ. 1932.
Fit
- F Knudson, R.R. ZANBALLER. 1972.
Knu
- F Leffland, Ella. RUMORS OF PEACE. 1979.
Lef
- F McCullers. MEMBER OF THE WEDDING. 1946.
MacC
- F Piercy, Marge. WOMAN ON THE EDGE OF TIME. 1976.
Pie
- F Plath, Sylvia. THE BELL JAR. 1971.
Pla
- F Smith, Betty. A TREE GROWS IN BROOKLYN. 1947.
Smi
- F Wharton, Edith. AGE OF INNOCENCE. 1920.
Wha
- F Wollstonecraft, Mary. MARY, A FICTION.
Wol

Biographies

- 921 Bourke-White, Margaret. PORTRAIT OF MYSELF. 1963.
Bour
- 921 Buck, Pearl S. MY SEVERAL WORLDS; A PERSONAL RECORD. 1954.
Buc
- 921 Carrighar, Sally. HOME TO THE WILDERNESS; A PERSONAL JOURNEY. 1973.
Car
- 921 Friedman, Myra. BURIED ALIVE; THE BIOGRAPHY OF JANIS JOPLIN.
Jop
- 371.1 Hobbs, Anne. TISHA: THE STORY OF A YOUNG TEACHER IN THE ALASKA
Hob WILDERNESS. 1976.

American Literature - Women (con't)

- 920 Jones, Hettie. BIG STAR FALLIN' MAMA: FIVE BLACK WOMEN IN
Jon BLACK MUSIC. 1974.
- 921 King, Coretta Scott. MY LIFE WITH MARTIN LUTHER KING, JR. 1969.
Kin
- 920 LaBastille, Anne. - WOMEN AND WILDERNESS. 1980.
LaB
- 921 Milford, Nancy. ZELDA, A BIOGRAPHY. 1970.
Fit
- 921 Roosevelt, Eleanor. THE AUTOBIOGRAPHY OF ELEANOR ROOSEVELT. 1958.
Roo

Poetry

- 811 Giovanni, Nikki. THE WOMEN AND THE MEN. 1970.
Gio
- 811.08 I HEAR MY SISTERS SAYING; POEMS BY TWENTIETH-CENTURY WOMEN. 1976.
I
- 811 Sexton, Anne. ALL MY PRETTY ONES. 1961.
Sex
- 811.08 Plotz, Helen (ed). THE GIFT OUTRIGHT; AMERICA TO HER POETS. 1977.

Drama

- 812 Hellman, Lillian. THE LITTLE FOXES AND ANOTHER PART OF THE FOREST.
Nel 1939.

COLLECTIONS

- 301.412 Lerner, Gercia (comp). BLACK WOMEN IN WHITE AMERICA; A DOCUMENTARY
Ler HISTORY. 1972.

PHYSICALLY DISADVANTAGED

Novels

- F
All Allan, Mabel. THE VIEW BEYOND MY FATHER. 1977. A blind teenager
 struggles for independence.
- F
Bra Brancato, Robin. WINNING. 1977. Adjusting to paralysis after
 a football injury.
- F
Gre Greenberg, Joanne. IN THIS SIGN. 1970. The world of the deaf.
- F
Kel Kellogg, Marjorie. TELL ME THAT YOU LOVE ME JUNIE MOON. 1968.
 A new life for three young adults who are handicapped.
- F
MacC McCullers, Carson. THE HEART IS A LONELY HUNTER. 1940. A
 deaf-mute and his lonely friends.
- F
Neu Neufeld, John. TOUCHING. 1970. A novel dealing with cerebral
 palsy.

Biography

- 921
Ble Bleier, Rocky. FIGHTING BACK. 1975. From disabled veteran to
 pro football.
- 921
Ear Eareckson, Joni. JONI. 1978. An autobiography of a young woman
 who became a quadraplegic.
- 921
Kel Keller, Helen. THE STORY OF MY LIFE. 1954. A blind deaf-mute
 who achieved greatness.
- 921
Kin Valens, E.G. A LONG WAY UP. 1966. Regaining strength after a
 disabling ski/accident. (Movie titled: THE OTHER SIDE OF THE
 MOUNTAIN)
- 921
Kre Krents, Harold. TO RACE THE WIND; AN AUTOBIOGRAPHY. 1972. Living
 with blindness. Krent's life was the inspiration for the musical
 BUTTERFLIES ARE FREE, which was later made into a movie.
- 921
Sul Sullivan, Tom. IF YOU COULD SEE WHAT I HEAR. 1975. Refusing to
 let blindness limit life.

Drama

- 812
Med Medoff, Mark. CHILDREN OF A LESSER GOD. 1980. Love and conflict
 using sign language.

MENTALLY DISADVANTAGED

Novels

- F Keyes, Daniel. FLOWERS FOR ALGERNON. 1966. Scientists operate on
Key the brain of Charles Gordon and raise his I.Q. from 68 to 185.
- F McCullough, Colleen. TIM. 1974. A tender love story involving a
MacM plain, self-sufficient spinster and an incredibly handsome
 young man who has the mind of a gentle, trusting child.
- F Steinbeck, John. OF MICE AND MEN. 1938. Examines the painful
Ste responsibilities of friendship.
- F Walker, Pamela. TWYLA; A NOVEL. 1973. A fifteen-year-old's
Wal letters to the one person who really cares about her.

Non-Fiction

- 362.3 Lynch, Maureen. MARY FRAN AND MO. 1979. Two sisters spend a year
Lyn together in Seattle learning from each other.
- 616.858. Vries-Kruyt, Truus de. A SPECIAL GIFT: THE STORY OF JAN. 1971.
Vri A child with Downs' syndrome.

Collection

- S.C. Mancini, Pat McNees (ed). FRIDAY'S CHILD. 1977. A collection of
 short stories dealing with such themes as love, family relations,
 and problems of institutionalization. Includes the short story,
 "Flowers for Algernon".

REFERENCE BOOKS AND BIBLIOGRAPHIES

- R
305.4
Fem
FEMINIST QUOTATIONS: VOICES OF REBELS, REFORMERS, AND VISIONARIES,
compiled by Carol McPhee and Ann Fitzgerald. 1979.
Two hundred years of acute, profound, witty, cerebral, and
salty comments on the status of women by American and British
feminists.
- R
305.4
Wom
THE WOMEN'S BOOK OF WORLD RECORDS AND ACHIEVEMENTS, edited by
Louis Decker O'Neill. 1979.
A look at women of achievement in every area of human endeavor:
business and industry, sports and pastimes, communications,
politics and government, science and technology, education,
military, religion, law, medicine, activist movements, and other
pursuits.
- R
305.8
Har
HARVARD ENCYCLOPEDIA OF AMERICAN ETHNIC GROUPS, edited by
Stephan Thernstrom. 1980.
Detailed information on over 100 ethnic groups in the U.S.,
plus annotated bibliographies and thematic essays on key topics
related to ethnic studies. An excellent source.
- R
347.73
Con
CONGRESSIONAL QUARTERLY'S GUIDE TO THE U.S. SUPREME COURT. 1979.
A guide to important Supreme Court decisions.
- R
808.88
Quo
THE QUOTABLE WOMAN, 18-- - ON, compiled and edited by Elaine
Partnow. 1977
A chronological encyclopedia of useful quotations, indexed
by subject and author -- the women's Bartlett.
Stanford, Barbara Dodds and Karima Amin. BLACK LITERATURE FOR
HIGH SCHOOL STUDENTS. 1978.
Discusses major Black writers and their works; gives sample
instructional units, guides, and activities; and contains annotated
bibliographies.
- R
920
Rav
Raven, Susan and Alison Weir. WOMEN OF ACHIEVEMENT; THIRTY-FIVE
CENTURIES OF HISTORY. 1981.
Readable articles about women who excelled in such areas as
the arts, science, politics, education, and religion.
- R
917.3
Moq
MAKERS OF AMERICA, edited by Wayne Moquin. 10 volumes. 1971.
Selections from letters, diaries, newspaper editorials, government
documents, and other contemporary sources. The material in the
set is usually arranged chronologically, covering the years
1536-1970. Each volume is a distinct unit, with four to six chapters
which are introduced by extended editorial discussions. Considered
one of the important reference sources pertaining to ethnic pluralism.

Reference Books and Bibliographies (con't)

- R NOTABLE AMERICAN WOMEN, 1607-1950; A BIOGRAPHICAL DICTIONARY,
920.003 edited by Edward T. James. 3 volumes. 1971.
Not
- A basic biographical dictionary which features long essays,
often with critical and evaluative comments about the role of each
person in history. Should prove useful for students or teachers
interested in obtaining information on women who have been omitted
from or slighted in standard texts. Includes a classified
list by occupation of selected biographies.
- R NOTABLE AMERICAN WOMEN, THE MODERN PERIOD: A BIOGRAPHICAL DICTIONARY,
920.003 edited by Barbara Scherman and others. 1980.
Not
- Supplement to the three-volume set; same format and quality.
- R Bernardo, Stephanie. THE ETHNIC ALMANAC. 1981.
973
Ber
- An absorbing collection of well-known, little-known, and un-
expected information about the collective and individual contributions
to American life, arranged by ethnic category.
- uncat MULTIETHNIC ACCESS PROJECT RESOURCES MANUAL FOR INTEGRATING MULTI-
 CULTURAL MATERIALS AND CONCEPTS THROUGHOUT THE CURRICULUM,
 compiled and edited by Multiethnic Task Force, Bellevue School
 District Number 405.
- Describes resources which teachers or community members have
seen and tried - includes speakers, community resources, and
displays as well as books, films, and other media.
- uncat CONTACT: ETHNIC HERITAGE DIRECTORY, developed by the Seattle
 Public Library. 2 volumes. 1981.
- A directory and teacher resource manual for the Seattle/King
County area which offers information on local ethnic groups; a list
of multi-cultural resources, such as museums; curriculum units;
bibliographies; and descriptions of ethnic walking tours.
- Pertinent materials on order - June, 1983
- ENCYCLOPEDIA OF BLACK AMERICA, edited by W. Augustus Low. 1981.
- Gleasner, Diana. BREAKTHROUGH: WOMEN IN WRITING. 1980.
- Munsterberg, Hugo. A HISTORY OF WOMEN ARTISTS. 1975.
- THE NEGRO ALMANAC; A REFERENCE WORK ON THE AFRO AMERICAN, edited by Harry
A. Ploski. 1983.
- Tatus, Carles. CHICANO LITERATURE. 1982.



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